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AN ORGANIZATIONAL MODEL OF HIGHER EDUCATION INSTITUTIONS AND FACULTY TEACHING GOALS*

BY

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ABSTRACT

The theory of organizations as "open systems" is used to develop hypotheses on the relationship between academic institutions and faculty teaching goals. The effects of three measures of academic organizations--type of control, institutional functions, and institutional affluence--on faculty support for four types of teaching goals are tested with data from a nationally representative sample of 301 academic institutions. Through the use of a path analytic model, it was found that these organizational characteristics directly affect the types of teaching goals faculty members endorse and the level of support for teaching goals in general.

AN ORGANIZATIONAL MODEL OF HIGHER EDUCATION INSTITUTIONS AND FACULTY TEACHING GOALS

The goals of teaching in colleges and universities have typically been conceptualized as a function of either faculty members' training and socialization as academic professionals or the particular field (discipline) and type of field in which faculty members teach. Numerous studies on goals in teaching in higher education have tended to focus on differences in values in teaching according to type of discipline. Vreeland and Bidwell (1966) found that the discipline in which a faculty member specializes and teaches explains whether he/she has "technical" or "moral" objectives in teaching. Similarly, Gamson (1966) found that college-level teaching is distinguished by its "utilitarian" vs. "normative" orientation and that differences in orientation among teachers can be at least partly attributed to differences between their academic disciplines. According to this type of explanation, the "ends" of teaching in higher education are a function of differences in the normative and cognitive structure of academic disciplines.

The "professionalization" model of explaining teaching goals has focused on the extent to which teaching reflects faculty members' association with an academic professional community. Underlying this approach is Gouldner's (1957) cosmopolitan-local construct which draws a distinction between faculty members on the basis of their primary orientation--towards the professional community or the academic institution. Some studies have addressed the characteristics of academic professionals which explain their basic orientation in teaching--either towards pre-professional and vocational training or towards liberal arts, or general, education (Reid and Bastes, 1971; Zelan, 1974). More recently, college and university teaching has been characterized

by whether it is "professional-oriented" or "client-oriented" (Riesman, Gusfield, and Jamson, 1972; Bok, 1974; Liebert and Bayer, 1975). This approach is based on demonstrating a relationship between the extent of professionalization of faculty members and basic goals in teaching. In this type of analysis, the focus is on the extent to which the identification and involvement of a faculty member with profession affects his/her role as teacher.

AN ORGANIZATIONAL MODEL

An alternative to the "field" and "professionalization" models of explaining variation in faculty teaching goals is an "institutional," or organizational, model. This model is based on the concept of a higher education institution as an "open system" in which the functions are determined by interest groups within the organization and from the organizational environment (Selznick, 1954; Buckley, 1967). According to an institutional approach, ends in teaching would be dependent upon the nature of the functions and goals of the institution. In his analysis of "distinctive colleges," Clark (1970) describes a number of key factors that determine the "mission" of an academic institution. Clark and Trow (1963) found that the basic orientation of faculty members is related to the type of organizational context in their institution of employment. From their studies of types of academic institutions, Parsons and Platt (1968, 1976) conclude that interaction between faculty members and the orientation of the faculty varies by type of institution. From an organization perspective, faculty values with respect to ends in teaching vary as a result of differences between institutions in interest groups and institutional functions and goals.

Description of basic differences in types of academic organizations has

been the subject of a number of recent studies. The conceptualization of the American university as a "social service station" (Kerr, 1963) has drawn widespread reaction and comment (Roszak, 1967; Wolff, 1969; Birnbaum, 1973). Although the trend toward the "multiversity" in American higher education has been criticized, the development of the university as a type of organization which is characterized by a wide diversity of functions and highly specialized and professionalized personnel is generally recognized.

The beginnings of the multi-functional university have been traced to the adaptation of undergraduate teaching institutions to meet the increased economic demand for pure and applied research and for people trained in the professions and in highly skilled occupations (Ben-David, 1971). With the increased societal interests and investment in academic institutions, academic work and the role of faculty members became more specialized, departmentalized, and professionalized (Jencks and Riesman, 1968, Ben-David, 1971). The growth of a model of higher education in which a single institution serves a variety of functions, including teaching, research, and community service, was advanced with the establishing of the public land-grant universities. From their inception, public-controlled universities tended to have a diversity of functions--occupational training, graduate and professional education, liberal arts education, community service, and research. The growth of public higher education has resulted in increasing the trend toward specialization and professionalization of faculty members and the emphasis on pragmatic ends for higher education.[1]

There was divergence in the response of older, private colleges and universities to increased interest in the practical uses of higher education and the societal functions higher education institutions could provide. Some private institutions followed the lead of The Johns Hopkins University in

moving in the direction of specialized graduate education programs and research-oriented faculties, while also maintaining the liberal arts undergraduate curriculum (Ben-David, 1971; Veysey, 1965). These private institutions tended to develop diverse functions and, as in the new public universities, the result was greater specialization and professionalization among faculty members. Other private institutions tended to maintain a primary commitment to the liberal arts and general education for undergraduates. One of the most important factors in the continuation of a unified educational "mission," or institutional purpose, was a connection between the private educational institution and a religious body (Jencks and Riesman, 1968). By the nature of their constituency, private religious institutions have been more likely to uphold their traditional educational mission, which has tended to include the institution's role in loco parentis.

Whether it has secular or religious control, the private liberal arts college is likely to have an organizational purpose unique among higher education institutions. Liberal arts colleges define their function as providing for the general development of the student, including intellectual and creative abilities and development in social and personal values. In this type of institution, the academic community is oriented toward serving the diverse educational needs of students (Taylor, 1969; Martin, 1969; Keeton and Hilberry, 1969). The private liberal arts college is unique by its singularity of purpose and function of providing a broad and diverse educational experience for the undergraduate student.

Higher education institutions can be characterized not only by the relative number of institutional functions and the type of control, but also by the institution's relative affluence. In his study of elite colleges, Kamens

(1974) found that these institutions tended to be a stepping-stone to graduate and professional schools. Teaching in elite institutions would tend to be oriented toward preparing students for advanced, specialized education and professional and high-status occupations. The functions and goals of more affluent institutions are likely to reflect the interests of members of the upper social strata in two distinct ways. Societal elites want to insure that their children receive an education that preserves their social position, and they are interested in the indirect benefits that may be derived from information and knowledge produced by the research of academic professionals. Higher education institutions that are less affluent (in monetary resources) receive less support from elite interest groups and thus are likely to have more practical, utilitarian educational functions. Less affluent institutions, e.g., two-year colleges and some four-year colleges, serve more immediate social and economic needs of mass higher education, selection of brighter students for further education, and teaching occupational skills (Clark, 1960). Faculty members' goals in teaching in less affluent institutions are thus less likely to be oriented towards the general intellectual and academic development of students and more likely to be oriented toward utilitarian, short-range ends in higher education.

THE ORGANIZATIONAL MODEL AND TEACHING GOALS

Three basic factors that characterize differences between higher education institutions have been identified: type of control--public, private non-sectarian, private-religious; the functions of the institution, and the affluence (monetary resources) of the institution. It is hypothesized that these three organizational variables that are indicators of the interest groups and functions of academic organizations have a significant role in explaining differences in

the types of teaching goals of faculty members.

The three organization variables are conceptualized as exogenous variables in a three-stage path model. Two additional organization-level variables

(Figure 1 about here)

that are also hypothesized as exogenous variables in the model are institutional size and differentiation (division of labor). These two variables serve as control variables in testing the direct and indirect effects of type of control, functions, and affluence on faculty teaching goals. Size and differentiation have been found to be related to differences in the academic work of faculty members. In larger and more differentiated institutions, faculty members have a greater research role, while in smaller and less differentiated institutions, faculty membershave a more dominant teaching role (Blau, 1973). Thus, in order to determine the independent effects of institutional functions on teaching goals, institutional size and differentiation are controlled.

Three aggregate measures of characteristics of the faculty in the organization--extent of professional training, extent of professional involvement through publications, and aggregate career age--are conceptualized as organizational measures and intervening variables in the model. The extent of professional training and involvement of faculty members has previously been found to be related to both characteristics of the academic organization and to faculty members' orientation toward teaching (Baldridge, 1973; Light, 1974; Blatt, Parsons, and Kirschstein, 1976). These aggregate measures control for the effect of the degree of professionalism among the faculty and the possible effects of generational differences and/or aging on teaching goals.[2]

METHODOLOGY

Data on a representative sample of American institutions of higher education were obtained from two different sources. In 1972-73, the American Council on Education (ACE) conducted a general-purpose survey of teaching faculty members in 301 colleges and universities. Selected items from the responses of the total of 42,345 teaching faculty members were developed into aggregate measures of each institution's faculty. In order to adjust for the differential response rate between doctorate and non-doctorate faculty members, a weighting system was employed in generating the aggregate data.[3]

A second source of data on the sample of 301 institutions is the Institutional Characteristics Survey for 1972. This survey is part of the ACE Cooperative Institutional Research Program, and contains data derived from the U.S. Office of Education and General Information Survey (HEGIS). Information on the number of faculty members, number of students, types of programs, monetary resources, etc. is provided for each sample institution.

Operationalization of Variables[4]

Type of control over the institution is indicated by three dummy variables representing the major categories of control: public, private-non-sectarian, private-religious.

The affluence of the institution is measured by the institution's total revenues per student.

The indicator of institutional functions is the percent of faculty members in the institution that teach graduate students. It is assumed that institutions with a higher percent of faculty members doing graduate teaching have a greater institutional commitment to the functions of graduate and

professional education. These institutions are also likely to have greater research and scholarship activity (Ben-David, 1971). Thus, institutions with more graduate faculty have greater functional diversity, or complexity, and institutions with fewer graduate faculty members have less functional diversity.[5]

Institutional size is indicated by the total number of faculty members (full- and part-time) in the institution.

Organizational differentiation is measured by the number of different academic departments in the institution of which the faculty are members.

The degree of professional training of the faculty is indicated by the percent of faculty members with a doctorate degree.

Faculty members' professional activity in their disciplines is indicated by the percent of faculty with at least one article published in a professional journal.

The overall career age of the faculty is indicated by the percent who have 10 or more years experience (since their highest degree) and the percent who have 5 or less years experience.

There are two theoretical dimensions upon which faculty teaching goals can be differentiated. One dimension is the teaching orientation which can be defined as the reference group toward which teaching is directed. A "professional" orientation in teaching is aimed at preparing students for a particular discipline or field, while the "client" orientation is directed toward improvement of client abilities and satisfying client needs.[6] A second theoretical dimension for differentiating teaching goals is the purpose of the undergraduate education. Education as a developmental process is the establishing in the student of basic values toward learning and methods of inquiry that prepare for self-learning. Education as an instrumental process

is providing the student with skills and knowledge that prepare him/her for a vocation or career. Emphasis in instrumental goals is placed upon the practical benefits that can be realized upon completion of education.[7]

Arranging these two theoretical dimensions as the axes of a 2X2 table produces four possible categories of teaching goals. These four categories

(Figure 2 about here)

could be called: intellectual development, character development, pre-graduate and professional training, and utilitarian. This theoretical categorization, or typology, provides a basis for testing the empirical relationship between different teaching goals and measuring the relationship between organizational characteristics and support for different types of teaching goals.

The hypothesized typology of faculty teaching goals is tested by a factor analysis of the extent of support among the faculty members in each institution for 14 teaching goal items from the faculty survey.[8] The results of the factor analysis show the items load significantly on four common factors, as was hypothesized. However, only two of the four factors contain items that fit the theoretically-derived categories; the other two factors varied slightly from the hypothesized categories. The four common factors and the items from which they are comprised (with factor loadings in parentheses) are as follows:

Intellectual
- Development of ability to think clearly (.92)
- Increase the desire and ability to undertake self-directed learning (.68)
- Develop creative capacities (.43)
- Master knowledge in a discipline (.75)

Professional
- Develop the ability to pursue research (.70)
- Prepare students for graduate or advanced education (.53)
- Develop creative capacities (.46)

Client
- Achieve deeper levels of student's self-understanding (.43)

Provide for student's emotional development (.59)
Develop moral character (.52)
Develop responsible citizens (.50)

Liberal-Utilitarian[9]
Convey a basic appreciation of the liberal arts (.83)
Provide tools for the critical evaluation of comtemporary society (.66)
Prepare students for employment after college (-.87)
Provide the local community with skilled human resources (-.67)

Scale scores for the four types of goals are constructed from the four factors by multiplying the item factor loadings times the standardized - percent support for the item, adding the items in the scale, and dividing by the number of items in the scale.

The intercorrelations between the four common factors indicate that,

(Table 1 about here)

on the institutional level, teaching cannot be simply characterized either by orientation, professional vs. client, or by liberal arts vs. utilitarian. The client goals scale is negatively correlated with both general intellectual goals (r=-.78) and professional goals (r=-.79). Also, support for either liberal arts goals or utilitarian goals (See footnote 9) has only a weak relationship to professional or client goals (r=.24, r=-.09). The liberal arts-utilitarian dimension in teaching is distinct from support for client, intellectual, or professional goals.

Statistical Analysis

Multiple regression is used to statistically test the variance in faculty support for teaching goals explained by the independent variables hypothesized in the model. By allowing the control variables to enter the regression equation first, the amount of unique variance in each dependent variable--the four teaching goal scales--explained by the organizational variables can be determined. The use of the standardized regression coefficients (Betas)

to represent the effect of each independent variable on the dependent variable facilitates comparison between independent variables of different scale.[10]

RESULTS

The results of the analysis of the model will be described by first examining the direct effects on faculty teaching goals of each of the three organizational variables of primary interest and then determining the indirect effects of these variables on teaching goals through the intervening variables. The total effect of each organizational variable is the sum of the direct and indirect effects on the dependent variable.[11]

Table 2 contains the zero-order (Pearsonian) correlations between all variables in the model and the mean and standard deviation of each variable in the model. In Table 3 are the Beta (standardized regression) coefficients of the teaching goal scales and teaching saliency with the exogenous organizational variables and the intervening aggregate faculty variables.

(Table 2 and Table 3 about here)

Included in Tables 2 and 3 are the correlation and regression coefficients of teaching saliency (mean support among the faculty members in the institution for all the teaching goals) with each of the explanatory variables. The coefficients for this variable provide a measure of the effectiveness of the model in explaining faculty members' support for teaching goals in general.

The Beta coefficients for the dummy variables representing different types of control demonstrate that this difference between institutions has a significant direct effect on teaching goals.[12] As was hypothesized, the strongest effect of public control of the institution is in decreasing faculty

support for liberal arts goals and increasing endorsement of utilitarian goals (relative to the effect of private non-sectarian or religious control). In public-controlled institutions, there is a slightly greater level of support for professional and intellectual goals. The relatively weak explanatory effect of public control may be due to the wide diversity among public-controlled institutions. However, for faculty in public institutions a greater commitment to pragmatic goals in higher education and less concern with more diverse student (client) educational needs are clearly indicated by these data.

The effect of private non-sectarian control on faculty teaching goals is quite different from the effect of private-religious control. Private non-sectarian control does not decrease support for intellectual and professional goals (B=.06, B=.01). But, intellectual and professional goals in teaching receive less support from faculty in religious institutions (B=-.15; B=-.14). Support for client-oriented goals is slightly decreased by private, non-sectarian control (B=-.06), while client goals receive greater support in private religious-controlled institutions (B=.16). The divergence in goals among private institutions supports the hypothesis that differences in the constituencies and "missions" of institutions affect the nature of teaching between institutions. The results indicate that private non-sectarian institutions tend to have a more "academic," or intellectual, orientation that prepares students for advanced professional and graduate education. The traditional concern of religious institutions with the values and character development of the student is reflected in the greater support for client goals. Both types of private institutions differ from public institutions in that private control has a positive effect on liberal arts

education and a negative effect on utilitarian goals in higher education.

The variable indicating the relative diversity of institutional functions has a positive direct effect on professional teaching goals (B=.20), a negative effect on client (B=-.16) and liberal (B=-.19) goals and a slight negative effect on intellectual goals (B=-.07). As was expected, in institutions with a greater commitment to graduate education and research functions, there is greater support for teaching that prepares students for advanced education and develops research and scholarship skills. Greater functional diversity of the institution results in less client-oriented teaching among faculty members and less interest in a general, or liberal, education (and greater support for utilitarian goals). Part of the zero-order correlation of functions with teaching goals is due to the strong positive correlation between size, differentiation, and functions. However, the direct effect of functions on teaching goals indicates that regardless of growth in institutional size or number of departments in the institution, the development of multiple institutional functions has the effect of directing the focus of teaching toward professional and utilitarian ends and decreasing the emphasis on more general intellectual training, client-oriented teaching, and liberal arts goals.

Institutional affluence has a positive direct effect on faculty support for intellectual (B=.31) and professional (B=.18) educational goals. The relative affluence of academic institutions explains more variance in support for intellectual teaching goals than any of the explanatory variables except percent doctorates. The results tend to support the hypothesis that greater monetary support, which may indicate greater interest by societal elites, results in a model of higher education that serves the needs of the more

academically and intellectually-oriented students. Teaching in more affluent institutions is geared toward preparing students for professional and advanced academic training and higher status social roles that require greater development of intellectual capabilities. Institutional affluence has a negative direct effect on client goals (B=-.13) and essentially no effect on liberal-utilitarian goals. Greater resources of the institution do not produce more faculty concern with broader educational goals or the more diverse needs of students(client goals). Contrary to the hypothesized relationship, less institutional affluence does not result in a greater commitment to utilitarian education and greater affluence has no effect in increasing support for liberal arts education.

The standardized regression coefficients of the "teaching saliency" variable with the organizational measures indicate that the academic organization has an effect, not only on the types of goals faculty have in teaching, but also on the extent to which they support teaching goals in general. More affluent institutions have a lower average percent of support for teaching goals (B=-.31). Goals in teaching in more affluent institutions tend to be more narrowly defined. This relationship may be a function of greater institutional rewards for research in the more affluent institutions. The relationship between institutional rewards for research and the salience of teaching goals may also be indicated by the negative direct effect of organizational differentiation on teaching saliency (B=-.41). Greater specialization of faculty members by department is highly related to professional autonomy and control by faculty members (Blau, 1973). Thus, in institutions in which faculty members are more specialized, teaching goals are more likely to reflect the interests of academic professional communities, i.e., a less broad set of goals.

The direct effect of the diversity of institutional functions on the saliency of teaching goals is slightly negative (B=-.11). The stronger negative correlation between functions and saliency (r=-.37) is mainly due to the association between functions, differentiation, and percent doctorates. The small direct effect of functions on teaching saliency indicates that expansion of the organizational structure (differentiation) and the faculty's professionalization (percent doctorates) play a greater part in narrowing faculty members' teaching goals than do the functions of the institution. Teaching in the multiversity is more narrowly defined than in smaller, less functionally diverse colleges and this is due more to change in the organizational structure and the professionalism of the faculty with the growth of the institution, than it is the result of change in the interest groups and functions of the institution.

The type of control of the institution is also directly related to the saliency of teaching goals. Religious control tends to encourage a broad definition of teaching goals (B=.15), while public control promotes a narrower set of goals. Private non-sectarian control has only a slight negative effect on teaching goal saliency (B=-.04). The effect of type of control on saliency of teaching goals is very similar to the effect of type of control on client goals. That is, religious institutions tend to maintain a model of higher education that includes more general, all-around student development, while public institutions are committed to more specific teaching goals.

Indirect Effects

The indirect effects of type of control, institutional functions, and institutional affluence on each teaching goal scale and teaching saliency

through the intervening variables are shown in Table 4. The indirect effects

(Table 4 about here)

plus the direct effects of these organizational variables provide an indication of the total effect of the academic organization on teaching goals.

The effect which the type of control of the institution has on teaching goals is almost all direct. The three dummy variables of type of control are not strongly related to the aggregate faculty variables and thus have little indirect effect on teaching goals. Private non-sectarian control has a slight positive indirect effect on professional and liberal-utilitarian goals and a slight negative indirect effect on support for client goals through its correlation with percent doctorates (r=.11).

The institutional functions variable has sizeable indirect effects on support for teaching goals. The positive indirect effects of functions on intellectual, professional, and liberal-utilitarian goals and negative indirect effect on client goals is mainly due to the strong effect of percent doctorates on faculty teaching goals and the strong correlation between functions and percent doctorates (r=.44). The functions of the institution have a strong impact on ends in teaching by their effect on the type of faculty members that are hired and retained by the institution. Teaching in academic institutions is shaped by institutional functions through both the direct effect on teaching of the organization's overall purposes and the values and interests of the faculty members who been attracted to the institution.

The relative affluence of the academic organization also has significant indirect effects on teaching goals. Affluence is strongly associated with the percentage of doctorate faculty members (r=.43). The greater support for professional, intellectual, and liberal arts goals and less support for client goals, due to the effect of percent doctorates, can at least partly be attri-

buted to the institution's resources for hiring faculty members with greater professional qualifications. Teaching in more affluent institutions tends to reflect the interests and orientations of the academic professional communities more than it does in less affluent institutions.

The average level of support among the faculty members of an institution for all types of teaching goals (saliency) is indirectly determined by the functions (-.16) and affluence (-.15) of the institution. In institutions with more diverse functions, there is less institutionalized commitment to hiring and rewarding faculty members who have a broader set of teaching goals. The negative indirect effect of functions on teaching saliency is mainly through the greater proportion of doctorate faculty members (r=.44) and the lower percent of young faculty members (r=-.23) in more functionally diverse institutions. In more affluent institutions, there is lower average support for teaching goals due to these institutions being able to attract more doctorate faculty members (r=.43) and to employ fewer young faculty members (r=-.20). Teaching, in general, is less valued in more functionally diverse and more affluent colleges and universities partly because research has more importance for academic professionals with doctorates and partly because young faculty members, who tend to have more diverse goals in teaching, are less represented in these types of institutions.

DISCUSSION

The results of this study give empirical support to an organizational explanation of values in teaching in higher education. Previous studies of values, or goals, in teaching focused on the type of field or level of professionalization of faculty members in explaining differences in teaching

goals. This paper has shown that the academic organization is related to teaching goals in at least two ways. First, the organization has a direct effect on the types of teaching goals faculty members have and the general support faculties have for teaching goals. Second, the organization has an indirect effect on teaching goals through the types of academic professionals that are employed in a teaching role in the institution.

Although the "type of control" only roughly measures differences between higher education institutions in the interest groups that have some part in shaping an institution, the findings of this study show that external constituent groups significantly affect the goals of teaching within the institution. The category of "public control" includes a broad variety of types of institutions, but they are similar in that public control generally increases the faculty's emphasis on utilitarian and professional-oriented goals in teaching. Teaching in public institutions reflects the greater pragmatic concern of the constituency with social and economic functions of higher education. Private non-sectarian control has an indirect effect on teaching goals through the increased proportion of doctorate faculty members in this type of institution. Teaching in private religious-controlled institutions tends to reflect a traditional mission of religious colleges and universities of encouraging the overall development of the undergraduate student, i.e. values, emotional, personality, and intellectual development. Religious control results in increased faculty support for client-oriented goals, liberal arts goals, and average support for all teaching goals (teaching saliency). Although teaching, in general, has greater value in religious institutions, intellectual and professional goals are less important than in other types of institutions.

The extent of diversity of institutional functions is an important factor in explaining faculty teaching goals. Teaching in institutions with more diverse functions, i.e. where functions include graduate and professional education and research, is more dominated by academic professional interests. In institutions with more diverse functions, teaching is more professionally-oriented and client-oriented goals and liberal arts goals are less important. Functional diversity also has an indirect effect on professional and intellectual ends in teaching through increasing the proportion of doctorate faculty members in the institution. Thus, as an institution becomes more diverse in its functions, teaching is shifted away from a broader concept of the role of higher education in the development of the student toward a model of undergraduate education as preparation for further academic or professional training.

The amount of funds available to an academic institution significantly affects the type of education which faculty members offer and which students are likely to receive. Greater institutional affluence has a direct role in promoting an intellectual and professional model of teaching. The goals of teaching in more affluent institutions may be due to these institutions having more highly academically qualified students in attendance. However, differences in teaching goals according to the monetary resources of the institution may also indicate that there is a basic divergence between the type of education offered to students in more elite institutions and that offered to students in more "mass" higher education institutions.

The rise of academic professionalism has changed the nature of higher education in American colleges and universities. However, the change has not resulted in academic professionals having total autonomy in their role

as a teacher. Nor is the teaching role of faculty members simply a reflection of the academic professional pre-occupation with research and schclarship. For all academic professionals who have a teaching role, teaching goals are partly due to interest groups and functions of the academic organization. For those academic professionals who are active in research, the relationship between research and teaching roles is also shaped by the organization. In some types of institutions, (e.g., public and multi-functional ones) academic professionalism has become a more important factor in determining the ends of teaching. In other types of institutions, (e.g., religious and less functionally diverse ones) academic professionalism has much less effect on the determination of teaching goals.

Teaching in higher education is not only a function of individual or departmental decision-making. There are controls upon the content of what is taught in any academic institution. Through the self-selection and mobility of faculty members to different types of institutions and the selection, retention, and socialization of faculty members by the organization, continuity in the direction of the educational process of the organization is maintained.

The use of institutional aggregate measures in this study prevents the analysis of individual faculty differences in teaching goals. Study of the effects of academic institutions on teaching would be facilitated by data on faculty members' career mobility patterns. These types of data would allow the determination of differential effects of institutional socialization on the faculty member. Additionally, a measure of faculty autonomy as an intervening variable between organizational characteristics and faculty teaching goals would provide further specification of the relationship between the

institution and the teaching role. However, the findings that have been presented using organization-level data provide a description and explanation of the overall effects of the organization in determining teaching goals in academic institutions.

FOOTNOTES

[1] The recent expansion of community colleges and junior colleges has produces a separate trend in public higher education institutions. Two-year colleges do not tend to promote specialization and professionalization among faculty members. Public higher education tends to be a two-tiered system, or actually two separate systems that have different structures, personnel, and somewhat different goals. It is hypothesized that public control does have a common effect of greater faculty support for teaching that is more oriented toward social and economic needs.

[2] In this organizational model of faculty teaching goals, the academic institution is the unit of analysis. Faculty goals and faculty characteristics are conceptualized as organization-level variables, not individual-level variables as they would be in a "professionalization" model. See Corwin (1970), Blau (1973), and Bidwell and Kasarda (1976a,b) for explanation and logic for the use of organization-level analysis and aggregate measures.

[3] Since a stratified sample of institutions was originally selected for the survey, the 301 institutions represent a slightly biased sample of the total population of colleges and universities in the U.S. The sample distribution of 78 universities, 181 four-year colleges, and 42 two-year colleges slightly overrepresents universities and slightly underrepresents two-year colleges. However, in this study, in which hypothesized relationships between variables are tested, a totally representative sample is less crucial. But, caution in the generalization of results should be emphasized. See Bayer (1973) for further description of the selection of the sample, collection of data, and weighting procedures.

[4] See Table 2 for means and standard deviations for all the variables used in the model.

[5] Originally, a categorical indicator of institutional functions (Carnegie Codes) was included in the model to measure the possible qualitative effect of differences between institution types, e.g., university vs. four-year college. However, the two types of measures--continuous variable, percent of faculty teaching graduate students, and discontinuous variable, Carnegie Codes--were found to be highly related (multiple regression of the Carnegie codes on the percent of faculty teaching graduate students greater than .8) and the discontinuous variable was dropped from the analysis.

[6] For explanation and assumptions of the professional orientation, see, Veblen (1918), Jencks and Riesman (1968), Ben-David (1971); for the client orientation, see, Kerr (1963), Taylor (1969), Gaff (1970); for comparison of the professional and client orientations, see, Riesman, Gusfield, and Gamson (1972), Bok (1974).

[7] For the theory behind education as a developmental process, see Dewey (1916), Leonard (1968), Friedenberg (1970); for education as an instrumental process, see Conant (1961), Clark (1962).

[8] In order to standardize the items for the "saliency of teaching" in the institution, the mean percent support of all the items by faculty members in each institution was subtracted from the percent support for each item. Teaching salience is also used as another dependent variable in the model.

[9] The two utilitarian items, "employment" and "human resources" were reflected which gave them the same sign as the two liberal items. Thus, a high scale score on the liberal-utilitarian scale indicates support for liberal teaching goals. A low score indicates support for utilitarian goals.

[10] However, the use of standardized regression coefficients makes the generalization of the effect of that variable to the population more problematic (Blalock, 1972).

[11] Indirect effects are computed as: the Beta coefficient of a dependent variable (teaching goals scale) with an intervening variable (aggregate faculty variable) times the zero-order correlation between the intervening variable and an exogenous variable (organizational variable).

[12] Public control is the category of type of control that is suppressed in the regression analysis. The effect of public control is determined by comparison with the effects of the categories private non-sectarian and religious control.

Figure 1: The Organizational Model for Explaining Faculty Teaching Goals

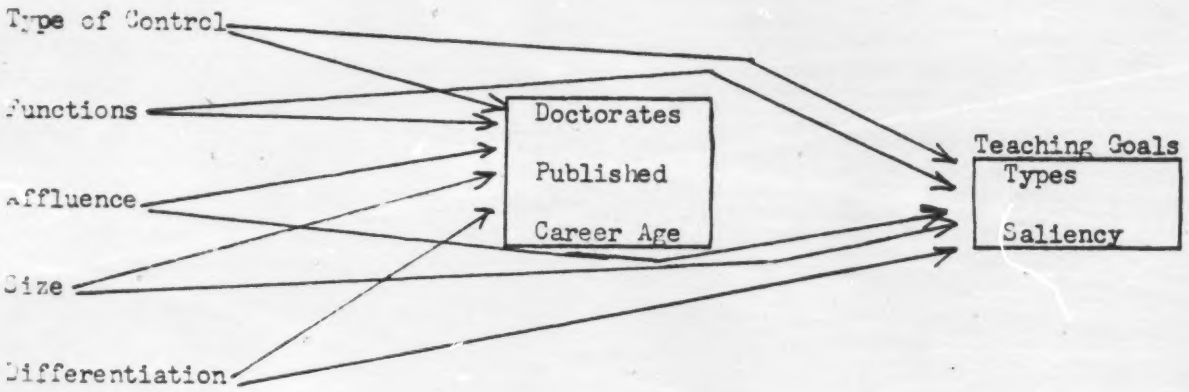

Figure 2. Hypothesized Two-Dimensional Typology of Types of Teaching Goals

Conception of Education	Teaching Orientation: Professional	Teaching Orientation: Client
Developmental	Intellectual Development	Character Development
Instrumental	Pre-Graduate and Professional Training	Utilitarian

Table 1: Intercorrelations of Four Common Factors of Faculty Support for Teaching Goal Items

Goal Type			
Professional	.58		
Client	-.78	-.79	
Liberal-utilitarian	.14	.24	-.09
	Intellectual	Professional	Client

Table 2: Zero Order Correlations and Means and Standard Deviations of all Variables in the Model

Variables	Size	Diff.	Publ.	Priv.	Rel.	Func.	Affl.	% Doct.	% Publ.
Differentiation	.76								
Public	.22	.33							
Private non-sectarian	-.15	-.18	-.51						
Religious	-.11	-.18	-.58	-.40					
Functions	.64	.72	.27	-.14	-.16				
Affluence	.39	.29	-.04	.15	-.11	.42			
% Doctorates	.17	.42	-.06	.11	-.04	.44	.43		
% Published	.54	.59	.12	.01	-.13	.64	.56	.59	
% Older	.38	.27	-.04	.05	-.01	.37	.40	.23	.47
% Younger	-.26	-.18	.00	-.02	.02	-.23	-.20	-.06	-.36
Intellectual	.34	.45	.07	.19	-.24	.40	.54	.55	.50
Professional	.32	.32	.02	.16	-.19	.50	.57	.67	.57
Client	-.41	-.47	-.09	-.15	.24	-.54	-.50	-.61	-.56
Liberal-Utilitarian	-.25	-.30	-.46	.31	.21	-.26	.10	.34	-.04
Salience	-.35	-.46	-.10	-.15	.24	-.37	-.49	-.46	-.48
Mean	473.00	27.61	.43	.26	.31	23.67%	317.73	37.80%	57.13%
S. D.	725.82	16.41	.695	.44	.464	25.05%	259.04	21.37%	17.64%

Table 2. --Continued

Variables	% Old	% Yng.	Intl.	Prof.	Clnt.	Lbutl.	Salnc.
Differentiation							
Public							
Private non-sectarian							
Religious							
Functions							
Affluence							
% Doctorates							
% Published							
% Older							
% Young	-.59						
Intellectual	.39	-.27					
Professional	.37	-.13	.58				
Client	-.39	.26	-.78	-.79			
Liberal-Utilitarian	.07	.12	.14	.24	-.09		
Salience	-.34	.26	-.92	-.45	.70	-.05	
Mean	24.26%	24.76%	18.44	-5.57	-5.02	3.80	64.23%
S. D.	10.51%	11.51%	4.55	-5.86	4.69	9.66	7.56%

Table 3: Standardized Partial Regression Coefficients Between Faculty Members' Support for Teaching Goals and All Explanatory Variables in the Model

Teaching Goals	Explanatory Variables										
	Priv	Rel	Func	Affl	Size	Diff	Doct	Publ	Old	Yng	R^2
Intellectual	.06	-.15**	-.07	.31**	-.02	.30**	.36**	-.06	.11	-.15**	.53
Professional	.01	-.14**	.20**	.18**	.23**	.38**	.57**	.02	.14**	.09	.63
Client	-.06	.16**	-.16*	-.13*	-.15*	.01	-.46**	.05	-.08	.10*	.56
Liberal-Utilitarian	.22**	.20**	-.19**	-.01	.21**	-.35**	.61**	-.07	.17**	.09	.54
Salience	-.04	.15**	.11	-.31**	.05	-.41**	-.22**	-.01	-.05	.17**	.45

*$p \leq .05$

**$p \leq .01$

Table 4: Decomposition of Zero-Order Correlations between Exogenous Organization Variables and Faculty Teaching Goals

Independent Variables	Teaching Goals														
	INTL			PROF			CLNT			LBUTL			SALNC		
	r*	Dir Eff	Ind Eff	r	Dir Eff	Ind Eff	r	Dir Eff	Ind Eff	r	Dir Eff	Ind Eff	r	Dir Eff	Ind Eff
Priv. N-S	.19	.06	.006	.16	.01	.068	-.15	-.06	-.056	.31	.22	.073	-.15	-.04	-.03
Religious	-.24	-.15	-.011	-.19	-.14	-.014	.24	.16	.015	.21	.20	-.015	.24	.15	.014
Functions	.40	-.07	.195	.50	.20	.301	-.54	-.16	-.223	-.26	-.19	.274	-.37	.11	-.161
Affluence	.54	.31	.195	.57	.18	.294	-.50	-.13	-.222	.10	-.01	.273	-.49	-.31	-.154

* The difference between the sum of the direct and indirect effects and the zero-order correlation is due to spurious association.

Decomposition of Indirect Effects

Independent Variables		Teaching Goals				
		INTL	PROF	CLNT	LBUTL	SALNC
	Via					
Priv. N-S	Doct	.004	.063	-.051	.067	-.024
	Publ	-.001	.000	.001	-.001	.000
	Old	.006	.007	-.004	.009	-.003
	Yng	-.003	-.002	-.002	-.002	-.003
	Via					
Religious	Doct	-.014	-.023	.018	-.024	.009
	Publ	.008	.008	-.007	.009	.001
	Old	-.001	-.001	.001	-.002	.001
	Yng	-.003	.002	.002	.002	.003
	Via					
Functions	Doct	.158	.257	-.202	.276	-.097
	Publ	-.038	.013	.032	-.045	-.006
	Old	.041	.052	-.030	.063	-.019
	Yng	.035	-.021	-.023	-.021	-.039
	Via					
Affluence	Doct	.155	.245	-.198	.262	-.095
	Publ	-.034	.011	.028	-.039	-.006
	Old	.044	.056	-.032	.068	-.020
	Yng	.030	-.018	-.020	-.018	-.034

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